

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

CONTENT STANDARDS INFORMATION PAGE

Course Title: TREBLE ENSEMBLE (all girls) (Course #661)	
Course Description: Advanced part singing. Two, three, and four part music. Attendance required at all performances. All members are automatically members of combined chorale. May be repeated for credit.	
Length of Course:	Semester or Year
Grade Level:	10 - 12
Credit: 5 units per semester <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Meets UC "a-f" requirements <input checked="" type="checkbox"/> Meets CSUS Requirements <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	One year in General Chorus (or advanced singing group at another high school) and/or consent of instructor
Department(s):	Visual and Performing Arts
District Sites:	EDHS, ORHS, PHS
Board of Trustees Adoption Date:	April 10, 2001
Textbook/Instructional Materials	Miscellaneous Instructional Materials
Date Adopted by the Board of Trustees:	June 9, 1998

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Alignment of the EDUHSD Courses of Study
with State/National Content Standards

Department: Visual and Performing Arts

Grade Level: 9 - 12

Course: **Music** - Treble Ensemble

“Big Idea” (Theme)

Process, analyze, and demonstrate an understanding of the language and skills of music performance practice.

State/National Standards

ARTISTIC PERCEPTION -

Standard 1: The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.

Give examples of student work that demonstrates mastery of this standard

1. Analyze the uses of elements of music (melody, harmony, rhythm, texture, form, dynamics, and timbre) in performing examples from diverse genres and cultures.
2. Students identify and define standard notation symbols for the reading and writing of music.
3. Students analyze and describe how the elements of music are used to express an idea or feeling.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Example: Students demonstrate the ability to read a vocal score of up to four staves by describing how the musical elements are used.

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Creating, performing, and participating in choral music.

State/National Standards

CREATIVE EXPRESSION -

Standard 2: The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.

Give examples of student work that demonstrates mastery of this standard

1. Sing with expression and technical accuracy a varied repertoire of vocal (western & non-western) music, including selections performed from memory.
2. Read and perform music in three to eight parts.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Example: Students demonstrate well-developed ensemble skills and perform in small ensembles.

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“Big Idea” (Theme)

Understanding historical contributions and cultural dimensions of choral music.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3A: The student demonstrates an understanding of major music traditions and styles from a variety of times and places.

Give examples of student work that demonstrates mastery of this standard

1. Students perform music from throughout the world and throughout history using stylistically appropriate performance practice.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Example: Each student sings with expression and technical accuracy a varied repertoire of vocal literature from diverse cultures.

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“Big Idea” (Theme)

Students develop knowledge and skills necessary to understand and perform music from all parts of the world.

State/National Standards

HISTORICAL AND CULTURAL CONTEXT -

Standard 3B: The student will demonstrate understanding that music and musicians reflect, play a role in, and influence culture.

Give examples of student work that demonstrates mastery of this standard

1. Students perform music from throughout the world and throughout history.
2. Students describe the social functions of a variety of musical forms in various cultures and time periods.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Example: Students sing with expression and technical accuracy a varied repertoire of vocal literature from diverse cultures.

Example: Students demonstrate an understanding of the social environment and time period from which compositions come.

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“Big Idea” (Theme)

Responding to, analyzing, and making judgments about works in choral music

State/National Standards

AESTHETIC VALUING -

Standard 4A: The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.

Give examples of student work that demonstrates mastery of this standard

1. Students make critical judgments and determine the quality of performances based on the elements and principles of music.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Teacher guided listening.

Teacher guided analysis.

Utilize adjudication forms as a way of assessing other ensembles as well as their own.

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“Big Idea” (Theme)

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State/National Standards

AESTHETIC VALUING -

Standard 4B: The student demonstrates an understanding of structure and meaning in music.

Give examples of student work that demonstrates mastery of this standard

1. Students listen to, analyze, and discuss the form, content, style, techniques, and the purposes of works of choral music.

Identify best practices used to teach standard

All choral music classes incorporate the teaching practices of lecture and demonstration, modeling and examples, class discussion and participation, guided practice, monitoring, redirection, cooperative exercises, public performance, assessment, critique, encouragement.

Class discussion on form and elements of music listened to in class and in performances by other choirs.

Identification of compositional devices and techniques used to provide unity and variety as well as tension and release in choral works.

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Connect and apply what is learned in music to learning in other art forms and subjects.

State/National Standards

CONNECTIONS, RELATIONS, APPLICATIONS -

Standard 5: Students explain ways in which the principles and subject matter of various disciplines are interrelated with those of music.

Give examples of student work that demonstrates mastery of this standard

1. Discuss how elements, artistic processes and organizational principles of music are interrelated to those of other arts.
2. Discuss and explain ways in which principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Identify best practices used to teach standard

Students discuss and explain how artistic processes (imagination, craftsmanship) or organizational principles (unity, variety, repetition, contrasts) are used in various arts, business or sports.

Compare how artist of period uses artistic elements with musician of same period using musical elements.

Relate artistic practices to history of time.

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